English 1302-17E
Written Argument and Research
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Brandy Robertson
Office Location: ED South 127
Office Hours: Tuesdays & Thursdays, 10:30 a.m. – 12:00 p.m.
University Email Address: brandy.robertson@tamuc.edu
Communication Response Time: I reply within 48 hours, M-F, 8 a.m. – 5 p.m.

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat, which is included through A&M-Commerce's Inclusive Access fee, charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** Top Hat will be accessible through our course shell in D2L. While you will receive an email about opting out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact **support@tophat.com.**

The join code for our course section is 204435.

Through Top Hat, you will gain access to the following course materials:

> Johnson, Gavin P., Ashanka Kumari, Emily Littlejohn, Brian McShane, and Rachel McShane, Eds. *Writing Inquiry* [2023 edition]. Top Hat.

Software Required:
- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to Office 365*.

The syllabus/schedule are subject to change.

Course Description

ENG 1302 – GLB/US Written Argument/Research • 3 credit hours. This course provides students with advanced training in communication skills, emphasizing the writing and reading of argumentative prose and the adaptation of writing to different audiences. Students will write weekly, including journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of both student and professional sample texts. Some sections will emphasize special topics in both reading and writing. Prerequisites: Grade of C or better in English 1301 or advanced placement or CLEP.

Core Curriculum Course Objectives

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information;
- **Communication Skills**: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication;
- **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility**: to include the ability to connect choices, actions, and consequences to ethical decision-making.

English 1302 Learning Outcomes

- **Define** important terms/concepts, including but not limited to literacy, community, research, ethics, knowledge, ethnography, and writing processes;
- **Discuss** the ways these terms expand based on cultural and communicative practices;
- **Locate** scholarly research related to key terms/concepts;
- **Examine** scholarly, personal, and/or multimodal texts that detail varying understandings and applications of key terms/concepts;
- **Develop** writing and research processes appropriate for ethically studying the literacy of a specific community;
- **Engage** in collaboration that supports individualized and communal understanding and writing development;
- **Collect** primary ethnographic data;
- **Organize** collected data to understand specific literacy community practices;
- **Consider** the various affordances and constraints of composing using different technologies (analog, digital, and/or multimodal), research methods, practices, styles, and/or languages;
- **Compose** texts across different genres and media of writing that further expand key terms/concepts based on primary ethnographic research and engagement with trustworthy secondary research;
- **Reflect** on your writing experiences and literacy practices;
- **Design** individualized learning goals appropriate for a first-year writing course; and
- **Assess** individualized learning goals based on labor and performance alongside feedback from peers and the instructor.

Instructional Methods

This is a **face-to-face class**. We will meet on **Tuesdays and Thursdays from 2:00 p.m. to 3:15 p.m.** in ED South 127.

For most classes, we will start with a review of the previous class or of the reading homework due that day. From there, I will give a brief lecture on new material, and then we will engage in a class discussion or activity. I provide as much in-class writing time as possible, so you have many opportunities to seek help on assignments. I provide revision-based feedback on all writing activities and writing assignments submitted to D2L.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

For each class meeting, arrive at class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials, such as a charged device for textbook access and note-taking.

Here's a brief list of responsibilities and tips for success:

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from "Some Habits for Success in College" in *Writing Inquiry*, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is labor-based and revision-focused. This means that if you turn in your work on time, meet all the requirements of the assignment, and your submission demonstrates critical thinking and intense effort, then you will receive full credit.

The only reasons you may not receive full credit on an assignment are:
1. **Late submissions**: The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on

time. If you need more time to complete an assignment, please get in touch with me in advance.

2. **Short projects**: Each major writing assignment you complete this semester gives you room to explore the unit's concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you're within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than the required length.

3. **Misunderstood-the-assignment projects**: Although many of the writing assignment prompts give you room to explore, specific requirements still need to be met, including engaging with the core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y and Z in context 1 and 2, but you only define X and summarize what that looks like in one context, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

For each project, I will provide written revision-based feedback in D2L focused on higher-order concerns. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment.

Midterm and final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Writing Assignments	40 points
Writing Histories and Your Goals Reflection	*complete/incomplete*
Considering Communities and Literacies	10 points
Preliminary Topic Proposal and Annotated Bibliography	10 points
Ethnographic Research Proposal	10 points
The Learning Showcase	10 points
English 1302 Semester Portfolio	**40 points**
Writing Activities	**10 points**

The *syllabus/schedule are subject to change.*

Considering Communities Peer Review	1 point
Reverse Engineering	1 point
Rhetorical Précis	1 point
Drafting a Statement of Ethics	1 point
Identifying Your Research Questions	1 point
Drafting Interview Questions.	1 point
Field Notes & Observations	1 point
Conceptual Memo	1 point
Zero Draft Peer Review	1 point
Zero Draft	1 point
Reading Assignments	**10 points**
Unit 5 Top Hat Questions	2 points
Unit 6 Top Hat Questions	2 points
Unit 7 Top Hat Questions	2 points
Unit 8 Reading Quiz	2 points
Unit 9 Reading Quiz	2 points
TOTAL	**100 points**

Assignments

Full assignment prompts are available in Top Hat and/or D2L. Below is a summary of each:

1. Writing Histories and Your Goals Reflection: Briefly describe your previous experiences with writing, what the course objectives mean to you, and create 2-4 learning goals using the S.M.A.R.T. method.
2. Considering Communities and Literacies: Your goal is to develop working definitions of literacy, literacy practices, and literacy events based on your community, then consider what it means to approach literacy as a social practice in this community.
3. Preliminary Topic Proposal and Annotated Bibliography: You will write a brief paragraph proposing a Community of Practice you'd like to ethnographically study and explain why this community's literacies are interesting to you. Then, you will research, cite, and annotate 4 sources following the rhetorical précis model and a consistent citational style.
4. Ethnographic Research Proposal: Compose an essay with an introduction and conclusion that also addresses the people, places, things, sources, and timeline related to your ethnographic study of a Community of Practice.
5. The Learning Showcase: Create a 2-5 minute elevator pitch and a visual presentation to give at The Learning Showcase event during finals week.

The *syllabus/schedule are subject to change.*

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students must navigate our course platforms (D2L and Top Hat) and a word processing system such as Microsoft Word. *Students have free access to [Office 365.](#)*

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup plan to handle these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's house, the local library, office service companies, Starbucks, or a TAMUC campus open computer lab.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Email Etiquette

For a light-hearted and humorous explanation of academic email etiquette, read "How to Email Your Professor (without being annoying AF)" by Laura Portwood-Stacer here.

In sum, all emails to your instructor should include the following elements:
1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.

The *syllabus/schedule are subject to change.*

3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and to recognize that every interaction reflects your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see "Some Habits for Success in College" in *Writing Inquiry* through your Top Hat platform.

Attendance

Attendance Policy
I take attendance during our review session at the beginning of each class. I will maintain an attendance record all semester.

This course meets twice a week for 15 weeks, for a total of 30 class meetings. Students are permitted **four (4) absences without penalty**, no questions asked. Any absence beyond the initial four will require **official documentation**, unless the student is participating in a university-sanctioned athletics event. If an absence beyond the four allowed is approved, a **2 points deduction per absence** will be applied to the student's **final exam grade**. Students are responsible for all missed material, assignments, and announcements regardless of the reason for absence—attendance **Matters.**

Tardiness and Early Departure Policy

Tardiness and leaving class early are not permitted. **3 instances** of tardiness or early departure—whether combined or separate—will be counted as **1** absence.

FYI, attendance can directly impact your grade. "It is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily 'lecture' courses. Instead, English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate." For more information about attendance and participation, see "Some Habits for Success in College" in *Writing Inquiry* through your Top Hat platform.

Submission Guidelines
You will submit your writing assignments on D2L. You must use a D2L-compliant file type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages is not a D2L-compliant file type.

Civility
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. Your instructor reserves the right to ask any

The *syllabus/schedule are subject to change.*

student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me or come to my office during my hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in "Some Habits for Success in College" in *Writing Inquiry* (available on Top Hat). I respond to emails within 48 hours, Monday-Friday, 8 a.m. – 5 p.m.

Basic Skills Policy

Students in ENG 100 and ENG 1301 cannot drop the course per the Basic Skills Policy: https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/11centersDegreesPrograms/undergraduate/11.04.99.R0.02.pdf.

Grievance Procedure

Students who have concerns about their courses should first address them with their assigned instructor to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Jason Walker, the Director of Writing** (jason.walker@etamu.edu). If the Director of Writing is the instructor, the student should contact **Dr. Charles Woods, Chair of the Department of Literature and Languages** (charles.woods@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate the instructor modifying the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

The *syllabus/schedule are subject to change.*

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Artificial Intelligence

East Texas A&M University Writing Program Artificial Intelligence Policy and Resources
Effective Date
October 22, 2025
Author
Charles Woods, Ph.D., Director of Writing and Assistant Professor, Department of Literature and Languages

ETAMU Writing Program Special Committee on AI

1. Nikki Schuyler-Steele, Executive Director, Office of Secondary Partnerships and Initiatives

2. Kelin Loe, Ph.D., Writing Center Director and Assistant Professor, Department of Literature and Languages

3. Jason Walker, Ph.D., Lecturer, Department of Literature and Languages

4. Gouda Taha, GAToR, Department of Literature and Languages

5. Jeff McCormack, GAToR, Department of Literature and Languages

Policy

East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical,

The *syllabus/schedule are subject to change.*

responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

Resources

1. East Texas A&M University Undergraduate Academic Dishonesty Protocol: https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03.pdf

2. ETAMU AI Policy (2023): https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A5f636e19-c70f-3f14-a988-18140fdf69f8&viewer%21megaVerb=group-discover

3. Modern Language Association: https://style.mla.org/citing-generative-ai-updated-revised/

4. MLA-CCCC Joint Task Force Working Papers: https://cccc.ncte.org/mla-cccc-joint-task-force-on-writing-and-ai

5. Texas A&M University Guidance: https://ai.tamu.edu/teach-with-ai/use-guidelines-and-ethics.html

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

The *syllabus/schedule are subject to change.*

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

> **Office of Student Disability Resources and Services**
> Texas A&M University-Commerce
> Velma K. Waters Library Rm 162
> Phone (903) 886-5150 or (903) 886-5835
> Fax (903) 468-8148
> Email: studentdisabilityservices@tamuc.edu
>
> Website: Office of Student Disability Resources and Services
>
> http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The *syllabus/schedule are subject to change.*

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our chat service on the main Library page: https://www.tamuc.edu/library/
- **Email** ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us**! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us**! We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4th Floor, Room 406A
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing hirealion@tamuc.edu or go online by clicking schedule an appointment.

The *syllabus/schedule are subject to change.*

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

DUE DATES		

Date	Time	Assignment
1/20	Before Class	Barton & Hamilton Top Hat Questions
1/23	**11:59 p.m.**	**Writing Histories & Your Goals**
1/27	Before Class	Carter Top Hat Questions
1/29	Before Class	
2/3	Before Class	
2/6	**11:59 p.m.**	**Considering Communities & Literacies** (including review)
2/10	Before Class	Pleasant Top Hat Questions
2/13	11:59 p.m.	Reverse Engineering
2/20	11:59 p.m.	Rhetorical Précis
2/27	**11:59 p.m.**	**Preliminary Proposal & Annotated Bibliography**
3/3	Before Class	Crouse Top Hat Questions
3/17	Before Class	Curwood et al. Top Hat Questions
3/17	11:59 p.m.	Drafting a Statement of Ethics
3/20	11:59 p.m.	Identifying Your Research Questions & Developing Your Proposal
3/24	11:59 p.m.	Drafting Interview Questions
3/27	**11:59 p.m.**	**Ethnographic Research Proposal**
3/31	11:59 p.m.	Field Notes & Observations
4/10	11:59 p.m.	Conceptual Memo
4/16	11:59 p.m.	Unit 8 Reading Quiz
4/22	11:59 p.m.	Zero Draft
4/23	11:59 p.m.	Zero Draft Peer Review
4/24	11:59 p.m.	Unit 9 Reading Quiz
5/4	**11:59 p.m.**	**CAPSTONE ASSIGNMENT**
5/6	**3:00 p.m.- 5:00pm**	**THE LEARNING SHOWCASE PRESENTATION**

COURSE CALENDAR				

Week	Dates	Topic	Homework Due Before Class	Due

The *syllabus/schedule are subject to change.*

1	1/13-15	Discuss important syllabus policies. Preview the trajectory of the course. Demonstrate the use and navigation of D2L and Top Hat.	Check your Leomail email and access the D2L course shell. Read syllabus. Set up Top Hat access to the *Writing Inquiry* textbook. Before class, read "Why a Writing Course?"	
2	1/20 1/22	Discuss readings. Activities: Brainstorming Goals & Annotate an Assignment Prompt. Work on "Writing Assignment: Writing Histories & Your Goals." Preview the trajectory of Unit 5. Discuss Barton & Hamilton and "Writing Assignment: Considering Communities & Literacies."	Tuesday Readings: 1. "Being Transparent About Course Objectives" 2. "Writing Assignment: Writing Histories & Your Goals." 3. "Active Reading." 4. "The Writing Center is YOUR Resource." Thursday Readings: 1. "A Brief Introduction to ENG 1302 and Unit 5." 2. Barton & Hamilton* 3. "Writing Assignment: Considering Communities & Literacies."	Top Hat Questions 1/20 Before Class **Writing Histories & Your Goals** **1/23 11:59 p.m.**
3	1/27 1/29	Review key terms. Discuss Carter and "Writing Processes." Students brainstorm for a project. Review key terms. Discuss Moss. Students outline the project.	Tuesday Readings: 1. Carter* 2. "Writing Processes." Come to class prepared to brainstorm for the project. Thursday Readings: 1. "Writing Genre in Context." Come to class prepared to outline the project.	Top Hat Questions 1/27, 29 Before Class
4	2/3 2/5	Review key terms. Discuss readings. Students draft a project. Discuss readings; guide peer review for the project.	Tuesday Come to class prepared to draft a project. Thursday Readings: 1. "Giving and Receiving Feedback." Come to class prepared to participate in peer review.	Top Hat Questions 2/3 Before Class Rough Draft 2/3 Peer Review 2/4 **Considering Communities & Literacies**

The *syllabus/schedule are subject to change.*

				2/6 11:59 p.m.
5	2/10 2/12	Preview the trajectory of Unit 6 and the course. Discuss readings. Demonstrate navigation of the library website for research. Guide students through Activity: Finding and Evaluating Secondary Sources." Review key terms. Discuss readings. As a class, create a sample visual for a reverse-engineered article. If time permits, students can start on homework.	Tuesday Readings: 1. "A Brief Introduction to Unit 6." 2. R. McShane 3. Northam Thursday Readings: 1. "The Literacy Ethnography as Research." 2. Pleasant* 3. "Writing Activity: Reverse Engineering." After class 2/8, read Allen* and complete "Writing Activity: Reverse Engineering." Submit to D2L.	Top Hat Questions 2/10 Before Class Reverse Engineering 2/13 11:59 p.m.
6	2/17 2/19	Review key terms. Answer questions about "Activity: Rhetorical Précis." Students work on an activity in class. Students practice evaluating sources, quoting, and citing. Review key terms. Discuss "Writing Assignment: Preliminary Proposal and Annotated Bibliography." Students brainstorm a list of Communities of Practice. Demonstrate library website navigational tips.	Tuesday Readings: 1. "Activity: Rhetorical Précis" 2. "Giving Credit and Avoiding Plagiarism." Submit completed "Activity: Rhetorical Précis" to D2L. Thursday Readings: "Writing Assignment: Preliminary Proposal and Annotated Bibliography." "Capstone Assignment: English 1302 Semester Portfolio."	Rhetorical Précis 2/20 11:59 p.m.
7	2/24 2/26	No Class—Writing Conferences No Class—Writing Conferences	Tuesday: 1. Work on the project Thursday: 1. Work on the project	**Preliminary Proposal & Annotated Bibliography 2/27 11:59 p.m.**
	3/3	Review Unit 5 and Unit 6 key terms and skills. Discuss readings. Preview	Tuesday Readings: 1. "A Brief Introduction to Unit 7."	

The *syllabus/schedule are subject to change.*

8	3/5	the trajectory of Unit 7 and the course. Discuss reading.	2. "Writing Assignment: Ethnographic Research Proposal." 3. "Listening For, Learning About, and Honoring Community Literacy Experiences." Thursday Readings: 1. Crouse*	Top Hat Questions 3/3 Before Class
	3/9-3/13	**No Class—Spring Break**		
9	3/17 3/19	Review key terms. Discuss readings. Students complete "Activity: Drafting a Statement of Ethics." Review key terms. Students complete "Activity: Identifying Your Research Questions and Developing Your Proposal."	Tuesday Readings: 1. Curwood et al.* 2. "Sample Statement of Ethics." 3. "Sample Informed Consent." Submit completed "Activity: Drafting a Statement of Ethics" to D2L. Thursday Readings: 1. "Activity: Identifying Your Research Questions and Developing Your Proposal." 2. "Capstone Assignment." Submit completed "Activity: Identifying Your Research Questions and Developing Your Proposal" to D2L.	Top Hat Questions 3/17 Before Class Drafting a Statement of Ethics 3/17 11:59 p.m. Identifying Your Research Questions and Developing Your Proposal 3/20 11:59 p.m.
10	3/24	Students complete "Activity: Preparing Interview Questions" and begin drafting their own interview questions.	Tuesday: 1. Come to class prepared to practice composing interview questions, conduct an interview with a classmate, and draft your interview questions to be included in "Writing Assignment: Ethnographic Research Proposal." 2. After class, submit the completed "Activity: Drafting Interview Questions" to D2L. Thursday:	Drafting Interview Questions 3/24 11:59 p.m. **Ethnographic Research Proposal** **3/27**

The *syllabus/schedule are subject to change.*

	3/26	Students work on "Writing Assignment: Ethnographic Research Proposal."	1. Come to class prepared to work on "Writing Assignment: Research Proposal."	**11:59 p.m.**
11	3/31 4/2	Review key terms. Preview Unit 8 and the course. Discuss "Collecting Data in the Field." Students complete a mock interview. Explain homework: "Activity: Field Notes and Observations." Review key terms. Discuss homework. Explain the upcoming research day. Dismiss early for data collection. Remind students of the upcoming activities that require data and artifacts for analysis.	Tuesday Readings: 1. "A Brief Introduction to Unit 8." 2. "Collecting Data in the Field." Bring access to your interview questions to participate in a mock interview. Thursday: 1. Complete "Activity: Field Notes and Observations." Submit to D2L before class. 2. Bring any questions you have about data collection to class.	Field Notes and Observations 3/31 Before class
12	4/7 4/9	No Class—Research Day Review key terms. Discuss reading. Students begin organizing data and drafting the Conceptual Memo.	Tuesday: No Class—Research Day Thursday Readings: 1. "Organizing and Coding Data from the Field." After class, finish drafting the Conceptual Memo. Submit to D2L.	Conceptual Memo 4/10 11:59 p.m.
13	4/14 4/16	Review key terms. Students complete "Activity: Literacy Artifact Analysis." Review key terms and end-of-semester reminders. Students complete "Activity: Preliminary Data Analysis."	Tuesday Readings: 1. "Activity: Literacy Artifact Analysis." Bring in an artifact (or a picture of one) from your Community of Practice. Be prepared to work on this activity in class. Thursday Readings: 1. "Activity: Preliminary Data Analysis." Be prepared to work on this activity in class.	Unit 8 Reading Quiz 4/16 11:59 p.m.
	4/21	Preview Unit 9 and the course. Students complete "Working with Data."	Tuesday: 1. "A Brief Introduction to Unit 9."	Zero Draft 4/22 11:59 p.m.

The *syllabus/schedule are subject to change.*

14	4/23	Writing Day: Draft Zero Draft. Peer Review Day: Zero Draft	2. "Working with Data." 3. Activity: The Zero Draft. Prepare to work on this activity in class. Thursday: 1. Come to class prepared to participate in peer review. Tuesday Readings: 1. "Presenting Your Research." 2. "The Learning Showcase." Come to class prepared to continue working on your Capstone Project.	Zero Draft Peer Review 4/23 11:59 p.m. Unit 9 Reading Quiz 4/24 11:59 p.m.
15	4/28 4/30	Writing Day Writing Day/Practice Presentations	Tuesday: 1. Come to class prepared to continue working on your Capstone Project. Thursday: 2. Come to class prepared to continue working on your Capstone Project.	
FINALS	5/3-5/8	No regular classes—attend only your final exam times.		**CAPSTONE ASSIGNMENT 5/4 11:59 p.m. THE LEARNING SHOWCASE PRESENTATION 5/6 3 – 5 p.m.**

The *syllabus/schedule are subject to change.*